

# **M.A.T.C.H.**

## *Mentoring Advising Teaching Coaching/Consulting Helping* **Knowledge Areas and Competencies**

*MATCH professionals provide responsive guidance to other early childhood and afterschool professionals and programs. MATCH professionals are current in their knowledge and understand the various systems pertinent to their field. They are experienced and effective in their use of research-based skills to accomplish objectives. In addition, all MATCH professionals endeavor to implement and continually improve in the five MATCH Knowledge Areas and related professional Competencies as described below.*

### **5 MATCH Knowledge Areas**



## **M.A.T.C.H. Knowledge Area #1. Standards, Resources and Systems**

MATCH professionals understand, utilize and share current information about standards, resources, and systems.

### **Competencies:**

- A.** Knows national, statewide and regional resources and organizations
- B.** Articulates and practices a professional philosophy
- C.** Understands and promotes practices that meet or exceed the state and federal regulations/standards
- D.** Facilitates effective collaborations
- E.** Uses and promotes research-based practices
- F.** Uses knowledge and of adult learning principles and stages of professional development

*For Example:*

*A mentor observes the new teacher, listens to questions raised and when appropriate, shares information about the value of the Fundamentals class. Together they look to see where and when the next class is offered by looking in the course calendar in BFIS. They also talk with another person in the program that has completed the Fundamentals course and the MATCH professional supports the new teacher to ask her questions. They see that the other person's Level I certificate is posted on the wall and discuss the connection between the Fundamentals class, the Level certificate, and program's STARS application.*

## **M.A.T.C.H. Knowledge Area # 2. Ethical Guidelines and Professionalism**

MATCH professionals use the highest standards of professionalism and accountability to support the purpose and intention of the MATCH relationship.

### **Competencies:**

- A.** Describes what ethical practice means and consistently maintains this professional standard
- B.** Upholds a commitment to the quality of a MATCH relationship through ongoing and open evaluation of the process, goals etc.
- C.** Implements reflective practice personally and supports this within the MATCH relationship
- D.** Promotes professional well-being through clear boundaries, positive self-care practices, and cultural and self-awareness
- E.** Develops and reflects on own leadership role within the early childhood and afterschool community
- F.** Practices effective time management, record keeping and documentation
- G.** Demonstrates a commitment to continual learning and discovery

*For Example:*

*An advisor shares that she also has a current, written individual professional development plan (IPDP). This illustrates that an IPDP is important at all levels, not*

*just for those new to the field. This leads to a discussion about how the IPDP can be a helpful document for organizing, reflecting and planning.*

*For Example:*

*A MATCH professional learns that the staff person she is working with is very upset with her program director. The MATCH professional, supports the staff person to articulate and express her concerns constructively, and confidentially. The MATCH professional helps the staff person problem solve how to address this dilemma. The MATCH professional follows the contract that she has signed with the program which specifies the role and responsibilities of the MATCH professional in relation to the program director, staff and families. The MATCH professional maintains confidentiality.*

### **M.A.T.C.H. Knowledge Area #3. Effective Communication**

MATCH professionals have a large tool box of effective communication practices and strategies and customize their use.

#### **Competencies:**

- A.** Uses a wide array of communication modalities appropriately
- B.** Models cultural competence and commitment to diversity
- C.** Uses effective listening, questioning, scaffolding and verbal and non-verbal communication strategies
- D.** Has knowledge of and uses effective negotiation, facilitation, conflict management and team building strategies
- E.** Is honest and sets clear realistic expectations, using non-judgmental and objective feedback
- F.** Gathers current information through observation and/or other strategies and is respectful of the context and culture of the organization and community in which he/she is working

*For Example:*

*The MATCH professional and the teacher discuss what observation tool to use as the first step in getting perspective on the strengths and needs of the program. They discuss the standards in the observation tool and aspects that may be challenging and also helpful. The MATCH professional is familiar with a number of tools such as The Vermont Child Care Industry and Careers Council, Daily Activities Assessment Tools®, and nationally recognized tools including the Youth Program Quality Assessment (YPQA), Environmental Rating Scale(s), and the Devereaux Early Childhood Assessment (DECA) - Reflective Checklist. When the observations are completed, they reflect together about what they learned from the observation tools. During this discussion the MATCH professional provides clear supportive feedback and current information about best practices.*

### **M.A.T.C.H. Knowledge Area #4. Relationship Building**

MATCH professionals recognize that relationships are critical to the learning process for both children and adults.

**Competencies:**

- A.** Establishes trusting relationships and builds a partnership within set boundaries
- B.** Uses an individualized, participant-led, strength-based approach
- C.** Practices mutual respect and promotes collaboration
- D.** Facilitates and supports motivation to learn and grow
- E.** Practices flexibility
- F.** Provides feedback in the context of agreed upon expectations
- G.** Models and promotes reflection that leads to effective practice

*For Example:*

*Before a MATCH relationship is formally initiated, the MATCH professional has one or more conversations with the potential MATCH partner. They both want to be sure that MATCH is appropriate. They come to an agreement on mutually desired outcomes. When the MATCH relationship is taking place within a program or organization the administration and MATCH professional clarify expectations and outcomes.*

**M.A.T.C.H. Knowledge Area #5. Facilitating Growth**

MATCH Professionals understand and implement a research-based effective cycle of supporting the process of growth and change

**Competencies:**

Effectively implements the following cycle in support of the process of growth and change

- A. Assessment**  
An objective self-assessment or external assessment of practices and skills identifies current strengths, needs and conditions
- B. Goal Setting**  
Results of the assessment inform planning, goal setting and an action plan guided by the MATCH professional
- C. Facilitating Change in Practice**  
Implementation of the action plan to meet the stated goals by problem solving, innovation, skill development, discovery, modeling, reflecting, facilitating and risk-taking
- D. Measuring Outcomes**  
Review of practice and learning, and assessment of outcomes determines next steps
- E. Evaluation**  
Reflection and assessment of the MATCH relationship, as well as contributing to the MATCH program evaluation results is ongoing

*For Example: (A- E above)*

#### Assessment

*After the MATCH professional and practitioner have agreed to work together, the practitioner uses tools provided by the MATCH professional to assess her program. The MATCH professional also observes the program, particularly in the area that the practitioner has questions about.*

#### Goal Setting

*Then they meet together to share what they have seen and learned. From this discussion, they identify 3 specific goals that the practitioner wants to address to make her program better. They brainstorm how the goals can be met and the MATCH professional provides resources and information to help the practitioner. They decide on a timeline of when they will meet and when the activities will get done.*

#### Facilitating Change in Practice

*The observations of the MATCH professional and the questions she asks, give the practitioner a new perspective on why certain aspects of her program are not working as well. The practitioner asks the MATCH professional to observe a particular interaction to help her understand why behaviors are occurring. The MATCH professional shares her observations and helps the practitioner analyze what she sees. The MATCH professional brings in a range of models that other programs have used successfully to address this problem. The practitioner makes time to meet privately with the MATCH professional to discuss what they observe, strategies that have been successful and how the practitioner is progressing toward meeting her goals.*

#### Measuring Outcomes

*The practitioner and MATCH professional assess how each of the goals are being met and if new goals are needed. The MATCH professional provides perspective from her observations of how the program has developed and the practitioner recognizes changes as well.*

#### Evaluation

*They discuss how their relationship has changed and developed as a result of this work. They submit copies of their documentation and reflection to the MATCH program, as part of the requirement for program evaluation and payment.*

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The five Knowledge Areas and related competencies were generated by a subgroup of the MATCH committee on Oct. 18, 2011. Resources that informed the work include:

- Georgia Department of Early Care and Learning: Roles and Competencies of Technical Assistance Providers for Early Care and Education and School- Age Care Programs (
- A Guide to Effective Consultation with Settings services Infant, Toddlers and Their Families- Core Knowledge, Competencies and Dispositions (2011)
- MN Smart: Relationship –Based Professional Development: Core Competencies (2005)
- Afterschool Assistance Providers: asap connect (California): Technical Assistance Strategies for coaching, consultation, mentoring, and broker resources

- Coaching Competencies for Colorado Early Childhood Education (2009)
- VT One to One committee : One to One professional supporter: knowledge, skills, dispositions, experience (April 2010)